

SANTA CLARA

1982-1983
COUNSELING PSYCHOLOGY
AND EDUCATION
GRADUATE PROGRAMS



THE UNIVERSITY OF SANTA CLARA • CALIFORNIA

UNIVERSITY OF SANTA CLARA



**GRADUATE DIVISION
OF
COUNSELING PSYCHOLOGY AND EDUCATION**

1982-83 BULLETIN



The University of Santa Clara reserves the right to make program, regulation, and fee changes at any time without prior notice. The University strives to assure the accuracy of the information in this bulletin at the time of publication. However, certain statements contained in this bulletin may change or need correction.

Nondiscrimination Policy

The University of Santa Clara admits students of any race, religion, sex, color, handicap, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, handicap, national and/or ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs. Additional information and copies of the Grievance Procedures are available in the Office of Student Services and/or the Personnel Department.

TABLE OF CONTENTS

Calendar 1982-83	4
University Accreditations and Memberships	5
Statement of Purpose	6
Campus Location	7
Historical Perspective	7
Admissions Information	10
Transferral of Credit	11
Leave of Absence or Withdrawal	11
Grading System	12
Incompletes	12
Challenging Courses	12
Student Records	13
Financial Information	14
Financial Aid	14
Student Development Services	16
Academic Programs	17
Summer Session	16
Graduation Requirements	17
Master of Arts in Counseling	18
Master of Arts in Counseling Emphasis Health Psychology	18
Master of Arts in Counseling Psychology	18
Master of Arts in Marriage, Family and Child Counseling	19
Emphasis in Pastoral Counseling	19
Prerequisites for all Counseling Psychology Degrees	20
Course Requirements for all Counseling Psychology Degrees	20
The Teacher Education Program	22
Types of Basic Teaching Credentials	22
The Educational Administration Program	25
Master of Arts in Educational Administration	25
Administrative Services Credential	25
Master of Arts in Interdisciplinary Education	26
Special Education	26
Master of Arts in Special Education—	
Specialist in Learning Handicapped Credential	26
Master of Arts in Special Education	27
Specialist in Learning Handicapped Credential	27
Master of Arts in English	27
Master of Science in Teaching Mathematics	28
Course Descriptions	29
Counseling Psychology	29
Education Courses	33
English Courses	37
Mathematics Courses	39
University Officers	41
Board of Trustees	41
University Administrators	42
Graduate Division Administrators	42
Directors of Graduate Programs	42
Faculty	43
Index	45

CALENDAR 1982-83

Fall Quarter

September 17	Friday	Registration
September 20	Monday	Instruction begins
September 24	Friday	Last day for late registration and adding classes
October 7	Thursday	Last day to petition for graduate degrees to be conferred in December 1982
November 19	Friday	Last day to withdraw from classes
November 20	Saturday	Comprehensive Examination in Counseling Psychology
November 25-26	Thursday-Friday	Thanksgiving Recess, Academic and Administrative holidays
November 29-December 2	Monday-Thursday	Fall Quarter examinations
December 7	Tuesday	Quarter grades due
December 23-24	Thursday-Friday	Christmas Recess, Administrative holidays
December 30-31	Thursday-Friday	New Year Recess, Administrative holidays

Winter Quarter

December 10	Friday	Registration
January 3	Monday	Instruction begins
January 7	Friday	Last day for late registration and adding classes
January 20	Thursday	Last day to petition for graduate degrees to be conferred in March 1983
February 19	Saturday	Comprehensive Examination in Counseling Psychology
February 21	Monday	President's Day, Academic and Administrative holiday
March 4	Friday	Last day to withdraw from classes
March 14-17	Monday-Thursday	Winter Quarter examinations
March 22	Tuesday	Quarter grades due

Spring Quarter

March 18	Friday	Registration
March 28	Monday	Instruction begins
March 31	Thursday	Last day for late registration and adding classes
April 1	Friday	Good Friday, Academic and Administrative holiday
April 7	Thursday	Last day to petition for graduate degrees to be conferred in June 1983
May 7	Saturday	Comprehensive Examination in Counseling Psychology
May 27	Friday	Last day to withdraw from classes
May 30	Monday	Memorial Day, Academic and Administrative holiday
June 4	Saturday	Graduate Commencement
June 6-9	Monday-Thursday	Spring Quarter examinations
June 14	Tuesday	Quarter grades due

Summer Session

June 3-20	Friday-Monday	Registration
June 20	Monday	Instruction begins
July 4	Monday	Independence Day, Academic and Administrative holiday
July 29	Friday	Instruction ends
August 1	Tuesday	Summer Session grades due

*All dates are inclusive dates.



William J. Rewak, S.J., President

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges

Member American Council on Education

Member Council of Graduate Schools in the United States

Member Association of American Colleges

Accredited by the California Commission for Teacher Preparation



Jack Kuehler, Paul Locatelli, S.J. and Jose Debasa

STATEMENT OF PURPOSE

Inspired by the love of God through human service and the desire to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, the University of Santa Clara declares its purpose to be the education of the human person in the context of its Catholic and Jesuit tradition.

The University is thus dedicated to:

- the continuing development of a community of highly qualified scholars, teachers, students and administrators committed to an uncompromising standard of academic excellence;
- providing an education that, in its emphasis on undergraduate education and in its pursuit of selected high quality graduate and professional programs consonant with such an education, stresses the development of moral as well as intellectual values, an education of the whole person, an education constantly seeking to answer not only "what is" but "what should be";
- the continuing development of an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious commitment, yet a community that is enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- offering an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to develop fully as persons, but also to demonstrate the unity of all forms of knowledge and to enable students to assume roles of leadership in the modern world;
- encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge, but also the creative use of knowledge;
- the continuing development of an academic community in which students, teachers and administrators dedicated to academic freedom and united in the search for truth, are actively involved in formulating and implementing the University's policies.

Board of Trustees
University of Santa Clara
January 22, 1975

CAMPUS LOCATION

The University of Santa Clara is 46 miles from San Francisco, near the southern tip of the Bay in an area that is rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and of professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County are within one hour's travel by bus, train or car. In the opposite direction, the Pacific beaches of Santa Cruz are about thirty minutes away and the world-famous Monterey Peninsula and Carmel are two hours away.

The University is accessible by major airlines via San Jose Municipal Airport just three miles away and via San Francisco and Oakland International Airports.

Santa Clara has a moderate Mediterranean climate. Over a period of 67 years the average maximum temperature was 71.4 degrees and the average minimum 41.6 degrees. The sun shines an average of 293 days per year and the average annual rainfall is about 15 inches.

HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present City of Santa Clara by a Spanish Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stockraising, farming, and the building trades; the girls, weaving and sewing; the boys, reading, music and religious drama. From 1777 until Mexican government secularization, February 27, 1837, some nine thousand persons were baptized at the mission.

During the early period, the less solidly built Mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third Mission church, of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth Church, likewise of adobe, was used temporarily from 1819 to 1825. The larger fifth Mission with its quadrangle patio, also of adobe, was completed and dedicated August 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of that quadrangle.

The first site of Mission Santa Clara is marked by a California State historical landmark, located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street, and the third site at Campbell and Franklin Streets. The fourth Mission Church stood in the area between Kenna and Delia Walsh Administration Building on the University campus today.

During the first three decades of the nineteenth century, the old Mission enjoyed its most fruitful years. In 1827, well over fourteen hundred Indians lived within sound of the Mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the Padres' guidance.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California Missions. The Mexican War of Independence brought turmoil from 1810 to 1821 with resultant decrease of Franciscan personnel and donations in aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the Mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the Mission Padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco Garcia Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the Padres' resistance to governmental encroachment upon the Indians' rights and property had little effect. Finally came full secularization of Mission properties, imposed at Mission Santa Clara in early 1837. This ended the effectiveness of the Franciscan missionary endeavor in Alta California. Within a few years, the Mission buildings and the Indian lands, cattle, and sheep fell to the possession of the civil officials and their friends.

In the early 1840's a new people and a new way of life came to Alta California. Most of the immigrants were Anglo-Americans, attracted by the rich lands of the Santa Clara Valley. In 1848, the Treaty of Guadalupe Hidalgo ceded California to the United States. Statehood was granted in 1850.

It was in this setting that Santa Clara opened its classroom doors in May of 1851. The new Bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly of the Oregon Missions, to open a college at Mission Santa Clara. During its first academic year, 1851-52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year Santa Clara College received a charter of incorporation from the State of California.* In 1857 the college conferred its first collegiate degree, a Bachelor of Arts diploma, to Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the State of California. By 1858 new scientific apparatus arrived from Paris and integrated courses in science as well as in the classics and in commercial subjects were offered.

Santa Clara College in 1851



Slow and steady growth followed and distinguished graduates became prominent members of California life. However, it was not until 1912 that the Schools of Law and Engineering were founded. In that same year courses in the Humanities and the Sciences were expanded, too, and the college became the University of Santa Clara. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also amplified in 1926, and the University's School of Business Administration began. In that same year, the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

*THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501 (c) (3) (ii) tax-exempt organization and it is not classified as a private foundation under section 509 (a) of the IRS Code.



Mission Santa Clara today

From the 1930's through World War II, the University's enrollment was relatively stable. With the return of many war veterans, came an enlarged student body and new resources. In 1947, for the first time in the University's history, enrollment broke the one-thousand mark. From the post-war period to the present, the face of the campus has been changing and expanding. In 1961 the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic coeducational institution of higher learning in California. Thanks to the generous support of many friends, twenty-three new buildings have been added to match the growth in enrollments. Still newer facilities—the Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Student Health Center—were completed in the early seventies.

Although the student body has grown rapidly in the past decade, it has been held at a relatively small size: 3,500 undergraduates and 3,500 graduate and law students. Since 1960, the number of courses taught has more than doubled and educational opportunities of all levels have increased.

In 1964, the University adopted the Santa Clara Plan, an academic plan and calendar, which divides the school year into three eleven-week terms and limits the number of courses a student may take to three or four in each quarter period.

As an independent University supported by tuition and gifts, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, the University of Santa Clara, the first institution to offer classes in higher learning on the West Coast, continues its Mission heritage of service by helping its students equip themselves with advanced knowledge and humanistic values. Academic excellence in a well-balanced human being is the University's goal.

ADMISSIONS INFORMATION

General Admission Requirements

Admission to these Graduate Programs is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to these Graduate Programs.

Foreign-born students and all students for whom English is not the first language are required to take the Test of English as a Foreign Language and to submit their scores before a decision on their applications can be made. Arrangements for this test (TOEFL) can be made through the Educational Testing Service, Box 899, Princeton, New Jersey 08540, U.S.A.

Admissions Process

One may apply for degree status or for non-degree status.

Degree status refers to students admitted by letter into a degree or credential or certificate or pre-license program offered by the Graduate Division.

Non-degree status refers to students admitted by letter, not to one of these programs, but to the taking of one or several courses offered by the Graduate Division.

Degree Status

To apply for degree status one submits to the Graduate Division Office the following documents:

1. Application form ('gold form'), two copies.
2. Official transcripts, two copies from each school. Include community colleges.
Not needed: transcripts listing only extension courses.
3. Application fee, check payable to "University of Santa Clara."
4. Three letters of recommendation, preferably on the Santa Clara form.
5. A photo, for identification. No set size or format.
6. Statement of Purpose, to include three points: (a) degree or credential sought; (b) experience report, an overview of one's education, professional and volunteer work, organizational involvement, homemaking, travel, language acquisition, and other life experience relevant to the proposed program of study; (c) goal of study, how and where one intends to use the training to be obtained in the program.
7. GRE or MAT: For Winter Quarter (January) 1983 and after, those seeking admission to degree status or to the pre-service credential program must submit scores from either the Graduate Record Examination or the Miller Analogies Test. The applicant may choose which test to take. For a sheet describing these tests, their frequency, sites, cost and score-return schedule, contact the Graduate Division Office, 213 Bannan Hall, (408) 984-4355.

Deadlines for admission to degree status: Applications may be filed at any time. Deadlines are May 1 for summer session and Fall quarter, November 1 for Winter (January) quarter, February 1 for Spring (March) quarter. Application files which are completed by these deadlines are considered for the following quarter or session.

The basic teaching credential programs accept pre-service students for Fall quarter only, with application deadline of May 1.

Non-Degree Status

To apply for non-degree status one submits to the Graduate Division Office, at least four weeks before registration day, the following documents:

1. Application ('green form').
2. A copy of all major transcripts.
3. Application fee (same fee as for degree status, and applicable should one later apply for that status).
4. Experience report: overview of one's education, professional and volunteer work, organization involvement, homemaking, travel, language abilities.

Acceptance into non-degree status does not imply acceptability for a program.

No more than ten quarter-units gained in non-degree status could later be transferred into a graduate program at this university.

Decisions on admissions to either status are sent by mail. No specific reasons will be given in case of rejection, and no information will be given by telephone.

Note Well: All documents of application are to be sent to Graduate Division Office, 213 Bannan Hall, University of Santa Clara, Santa Clara, California 95053.

Entering New Courses

Students may enter a course for the first time only during the first week of classes of the term.

TRANSFERRAL OF CREDIT

Up to ten quarter units (or six semester credits) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at the University of Santa Clara, provided the following stipulations are met:

- a) Grades of A or B must have been earned in the graduate courses that are being considered.
- b) Only those courses that could normally appear on the student's program of studies at Santa Clara are eligible for transfer credit.
- c) Extension and Continuing Education credits are, under usual circumstances, ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
- d) Only academic work is to be considered for transfer credit. Work experience, missionary experience, teaching experience, and similar experiences are not appropriate for granting graduate credit at Santa Clara.
- e) Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance is, under usual circumstances, ineligible for transfer credit. At the advisor's discretion, a student may be required to repeat a course taken as long as five years before matriculation.

LEAVE OF ABSENCE OR WITHDRAWAL

A person who withdraws from the University must inform the Graduate Division Office, 213 Bannan Hall, in writing and as soon as possible.

Degree status students who interrupt their course of studies for up to one year need not re-apply on their return. Summer session is not considered a "term."

Degree status students who interrupt their course of studies for more than one year must withdraw from the University. In order to return, they must file a new application form, but without a fee. Such application forms should be filed by the usual May 1, November 1, February 1 deadlines for application.

Withdrawal forms are obtainable in the Graduate Division Office. Students who interrupt their course of studies and fail to file a withdrawal form are liable to be refused re-admission.

Non-degree or special students must inform the Graduate Division Office each and every time they wish to register for a term.

Withdrawal from the University is not officially complete until students clear all of their financial obligations with the Office of Student Accounts. Students on deferments or National Direct Student Loans must also clear their financial obligations with the Office of Credit and Collections.

GRADING SYSTEM

Plus (+) and minus (–) suffixes are incorporated with letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A	4.0	C–	1.7	P	Pass
A–	3.7	D+	1.3	NP	Not Passed
B+	3.3	D	1.0	NR	Not Reported (assigned in the Registrar's Office)
B	3.0	D–	0.7	R	Repeat (no credit)
B–	2.7	F	0	AUD	Audit
C+	2.3	W	Withdrawn		
C	2.0	I	Incomplete		

To calculate the grade-point average, one divides the total number of earned grade points by the number of units which have been attempted (marked "U.A." on grade card and transcript). "B average" is 3.0.

INCOMPLETES

Graduate students are expected to complete all academic work within the designated time limits. The grade of Incomplete may be granted only in genuine emergencies.

When, therefore, there is serious unforeseen cause, a student may request an instructor to assign a grade of Incomplete in a course. The request is subject to the approval of the instructor. The unfinished work is to be completed to the satisfaction of the instructor before the end of the next scheduled quarter, whether or not the student is registered during that quarter, unless prior written approval has been given for an extension in a particular case. This approval is to be deposited in the student's academic folder in Graduate Division Office, 213 Bannan. (Summer session is not regarded as a quarter.)

Make-up work is to be in the hands of the instructor no later than two weeks before the end of the quarter, so that the instructor may meet the grade-submission deadline. The instructor is to file a Change of Grade form with the Graduate Division Office, for recording there and immediate transmittal to the Registrar's Office.

A student with as many as three unresolved Incompletes will not be permitted to register for further courses until all Incompletes have been removed.

CHALLENGING COURSES

Under certain conditions, with the approval of the instructor, program director, and dean, students may challenge a course. Credits earned by challenge, however, will not fulfill degree or credential requirements.

STUDENT RECORDS

The University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Accordingly, the University will release "directory information" to any person upon request, unless a student requests in writing that "directory information" be held private. "Directory information" is designated as:

- Student's names,
- Sex,
- Address (campus, local and/or permanent),
- Telephone number,
- Date and place of birth,
- Major field of study, classification, dates of attendance, degrees, and honors received,
- Most recent previous educational institution attended,
- Participation in officially recognized activities, including intercollegiate athletics,
- Name, weight, and height of participants on intercollegiate athletic teams.

During the fall registration and the academic year in the office of the Vice President for Student Services, students may request in writing that "directory information" be held private. Once filed, the request remains in effect for the remainder of the academic year.

The following types of records are excluded from inspection by provisions of the law; namely those created or maintained by a physician, psychiatrist or psychologist in connection with the provision of treating a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded under the same provision. Third parties shall not have access to education records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

Students may inspect their records at the following offices:

- a. Official academic records, including application forms, admissions transcripts, letters or acceptance and a student's permanent Academic Record are on file and maintained in the Registrar's Office.
- b. Working academic files are also maintained by each Dean of a School or College in their respective offices.
- c. Records related to a student's non-academic activities are maintained in the Office of the Vice President for Student Services.
- d. Records relating to a student's financial status with the University are maintained in the Office of Student Financial Services.

A written statement on inspection policies, list of fees for copies and related information is available in each office containing student records. Complaints regarding academic records by students may be directed to the Dean of the College or School in which the student is enrolled.

Students having questions regarding the policy on the privacy of records should contact the University Registrar (Walsh Administration Building).

FINANCIAL INFORMATION

Tuition and Fees Per Quarter

Application Charge.....\$25.00

This charge is to be sent with each application form and is not refundable. Non-degree students pay this fee once, at the initial registration.

Registration Fee 5.00

This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.

Tuition, per quarter unit..... 111.00

Late Registration Fee 10.00

Graduation fee for those receiving Master's Degree..... 30.00

Graduation fee for those receiving the Teaching Credential 15.00

Transcript of grades (rush process) fee..... 7.50

Deferment Service Fee 10.00

Returned Check Fee 10.00

Charge Card Returned Item Fee

(returned unpaid from your VISA or Mastercharge agency) 5.00

Method of Payment

Students should come prepared to pay all charges on the day of registration. Remittances should be made payable to the University of Santa Clara. Information regarding periodic statement of account or payment should be directed to the Office of Student Accounts.

Students who have unpaid bills at the University or who defer payment without signed approval are subject to dismissal from the University and, as long as such payments remain unpaid, may not receive transcripts of credit nor any diploma.

There are several tuition plans administered by outside financing agencies which are available. Those who plan to avail themselves of one of these plans should request information from the Office of Student Accounts at least three months prior to registration.

Refund of Tuition

Any student withdrawing during the first week of the term, i.e., within seven days after the day "instruction begins" as printed in the Academic Calendar, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Assistant Dean will determine the refund, not the date of last attendance by the student. Appeals for special consideration should be addressed to the Assistant Dean, Graduate Division.

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

FINANCIAL AID

Financial assistance at the University of Santa Clara is awarded on the basis of superior academic record, and/or financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs. With the exception of the Edwin J. Brown Fellowship, and the Gerald E. McDonald Graduate Scholarship, the University does not maintain a scholarship or grant program for students enrolled in Counseling Psychology and Education.

Detailed information on the types of deferred payment plans is available from the Office of Student Accounts.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate Programs are the National Direct Student Loan program and Guaranteed Student Loans. Application forms and further information may be obtained from the Office of Financial Aids.

Scholarships and Fellowships

California State Graduate Fellowships are awarded to students pursuing a recognized graduate or professional degree and who have not completed more than four quarters of full-time graduate work as of October 2. Selection is made on the basis of state manpower needs, academic performance and financial need. Applications are available in the fall from either the Graduate Fellowships or Financial Aids Offices.

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from the late Dr. Edwin J. Brown, Professor of Education. This fellowship provides a stipend from the proceeds of the endowment and may vary from year to year.

Gerald E. McDonald Graduate Scholarship in Education. Annual award to a student who has completed, with GPA of 3.25 or better, at least one third of a Santa Clara program in teacher education, special education, or educational administration. Application forms are available in Graduate Division Office, 213 Bannan Hall.

Qualifications: Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before February 1.
3. Scholarships may be cancelled at any time for serious infractions of the rules and regulations of the University.
4. As a general rule, undergraduate applicants receive priority consideration for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Veterans and Veterans' Dependents Assistance

The University of Santa Clara is listed by the Veterans Administration as qualified to receive students under Chapter 34 (veterans), Chapter 35 (veteran's dependents—son or daughter with parent deceased or 100% disabled; widow of any person who died in the service or died of a service connected disability, or the wife of a veteran with a 100% service-connected disability) and Chapter 31 (rehabilitation). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The State of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, California 94102.

Information regarding these programs may be obtained from the University of Santa Clara veterans' counselor located in the Registrar's Office.

Deadlines

The Office of Financial Aids has established deadlines for consideration from the various programs it administers. All students requesting financial aid from the University should contact the office at the earliest possible date and request specific deadline information and appropriate application materials. A University application for financial aids is required. Files completed later than February 1 for non-recipients and May 1 for current recipients will be placed on a waiting list and will receive consideration on a funds available basis.

STUDENT DEVELOPMENT SERVICES

A variety of services is offered to students through Student Development Services. A professional staff of educators, psychologists, and guidance specialists helps students enrich their educational and professional development. Programs are designed to facilitate the growth of students beyond the classroom environment.

Career and Personal Counseling

There are several counselors available to assist students with their career and personal development needs (Benson Center, first floor). Both individual and group opportunities are provided. A variety of personal skill-building workshops is also offered to students, as well as individual career planning and counseling.

Career Development and Placement Center

The Career Development and Placement Center provides information, resources, and support services to students and alumni of the Counseling Psychology and Education programs. Personnel experienced in the fields of education and human services offer both individual and group workshops related to career values and goal setting, resume writing, job search training, and videotaped practice interviews to assist in implementing career plans.

Programs featuring speakers from the business and educational communities are presented frequently. The Center maintains contact with various professional associations and agencies, private businesses and industries, and Santa Clara alumni; these resources provide opportunities for employment and practical experience through internships. Files of internships and employment opportunities are available and updated regularly. A newsletter of job announcements, programs, meetings and training resources is published weekly, with subscriptions available for a nominal fee.

SUMMER SESSION

In the regular six-weeks summer session, June-July, the Graduate Division offers many courses needed to fulfill requirements for Counseling Psychology and Education degrees and credentials.

Institutes, workshops, and some courses of shorter duration are also made available. These can be particularly useful to educators, counselors, and graduate students.

For information on these summer offerings one may contact the Graduate Division Office, 213 Bannan Hall, (408) 984-4355.



Jo Ann Vasquez, Dean

ACADEMIC PROGRAMS

The Graduate Division offers three Master of Arts degree programs in the area of Counseling: Marriage, Family and Child Counseling, Counseling Psychology (72 units), and Counseling (51 units). Some of the career applications and possibilities opened up by each degree are presented below in the descriptions of individual programs. A credential program in basic pupil personnel services is available.

In the area of Education, the Master of Arts degree is available in Special Education, Interdisciplinary Education, and Educational Administration. Credential programs offered are: single-subject and multiple-subject teaching, learning handicapped specialist, administrative services.

The Master of Science in the Teaching of Mathematics (MSTM) program is offered conjointly by Education and Mathematics. (The Department of Mathematics is in the College of Arts and Sciences.) The MSTM is designed for both prospective and experienced teachers of Mathematics in secondary schools and community colleges.

The Master of Arts program in English provides candidates with a comprehensive knowledge of their field and instructs them in techniques of research. Successful candidates can apply for faculty appointments in community colleges or for doctoral studies at another institution.

GRADUATION REQUIREMENTS

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the teaching credentials is 45. The maximum is 72. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M., and for the teaching credential the candidate must maintain at least a 3.00 grade point average.

Any student receiving a grade of D or F or who fails to maintain the required grade point average will be disqualified.

No student will be permitted to carry more than 15 graduate quarter units in a single term. No student may carry more than ten quarter hours during the summer session at Santa Clara. Any student carrying less than nine quarter hours will be considered a part-time student.

All requirements for any degree must be completed within a five-year period.

MASTER OF ARTS IN COUNSELING

Director: Kenneth E. Blaker, Ph.D.

The Master of Arts Degree in Counseling is designed for those who seek to counsel in institutional or private settings where such a degree is part of their professional preparation. Such settings include public and private schools, community colleges, community agencies, groups engaged in vocational and career counseling, private clinics and personnel work. For those wishing to counsel at the elementary, secondary or junior college levels in the public school system, the program can also be designed to meet requirements for the State Credential in Public Personnel Services. The Pupil Personnel Services Credential for elementary, junior high, and high schools may be earned with or without earning the M.A. degree. The Master of Arts degree in Counseling will not meet the content areas for licensing of California Marriage, Family, and Child Counselors.

Requirements

A minimum of 51 units is required for the Master of Arts Degree in Counseling. If the applicant's background in psychology or related areas is weak, or if adequate work experience is lacking, as many as nine additional units may be required. Courses are selected by the student and advisor with the ultimate goal of the student in mind. Courses to be included in the student's program for Counseling or for the Pupil Personnel Services Credential are listed on page 20.

MASTER OF ARTS IN COUNSELING EMPHASIS IN HEALTH PSYCHOLOGY

Director: Kenneth E. Blaker, Ph.D.

The Master of Arts Degree in Counseling with Emphasis in Health Psychology is designed to augment skills of health-care and related professionals who wish to apply aspects of the behavioral sciences to their fields. Studies focus on the intervention of counseling skills with attitudes towards health, life-style patterns, and those social/environmental issues which enhance or deplete the sense of well-being. Current psychologies dealing with mind-body relationships and innovative health practices are explored. The program is appropriate for those whose work settings include medical care, nursing, occupational and physical therapy, and public health, as well as personnel staffs in business and industry concerned with environmental and work-related stress, support staffs in hospitals, clinics and other agencies in which health is a professional concern.

Requirements

The Health Psychology Emphasis Program consists of 51 quarter units of study: eleven courses are required, and students may elect six other courses to enable them to pursue skills and knowledge in fields of their own professional interest. Those whose prior training and experience enable them to be competent in any of the required course areas may substitute electives with the permission of a faculty advisor. Course requirements appear on page 20.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Director: Kenneth E. Blaker, Ph.D.

The Master of Arts Degree in Counseling Psychology was developed in order to provide an intensive two-year master of arts program for students who plan to do subsequent doctoral training, or to seek positions which require a two-year master of arts program. Thus this degree requires 72 units, and allows for a wide variety of specializations, depending on the student's selection of electives. Up to nine of Field Laboratory 305 may be included. Admission requirements are similar to those given for the MFC degree. Course requirements appear on page 20.

MASTER OF ARTS IN MARRIAGE, FAMILY AND CHILD COUNSELING

Director: Kenneth E. Blaker, Ph.D.

The Master of Arts Degree in Marriage, Family and Child Counseling is designed to meet the course requirements and to fulfill part of the experience requirements for the State License in Marriage, Family and Child Counseling. The program's development follows regulations provided by the Board of Behavioral Science Examiners, and the guidelines suggested by the American Association for Marriage and Family Therapy and the California Association of Marriage and Family Therapists.

Prerequisites

Since the State License in Marriage, Family and Child Counseling allows its holder to engage in private practice using psychotherapeutic techniques and counseling, candidates will be selected on the basis of experience, previous academic background and maturity with regard to life experience and professional goals. Applicants to the Marriage Family, and Child Counseling Program should be prepared and sufficiently motivated to complete the experience requirements as set forth by the Board of Behavioral Science Examiners upon completion of the degree program. Further information regarding these requirements may be obtained by writing to the Board of Behavioral Science, Examiners, 1020 "N" Street, Sacramento, California 95814.

Requirements

A minimum of 72 units is required for the master's degree in Marriage, Family and Child Counseling. Required courses are listed on page 20, and are designed to prepare the student for the California MFC license examination. Up to nine units of Field Laboratory 305 may be included.

EMPHASIS IN PASTORAL COUNSELING

Director: The Rev. Brian Hall, Rel.D.

An emphasis in pastoral counseling is available to students in either the 51-unit Masters of Counseling or the 72-unit Masters Degree in Counseling Psychology. Four additional courses CPSY 290, 292, 293, and 336—make up the core of required pastoral courses. Students in this program are not required to take CPSY 218 and 220. In addition, the pastoral emphasis allows for the writing of a Pastoral Counseling thesis in lieu of the comprehensive examination.

The pastoral emphasis program is ecumenical in nature and follows the guidelines of the American Association of Pastoral Counseling, both academically and in required counseling supervision. Intern programs and supervision are available to advanced students in the 72 unit program, to prepare for Fellow or Diplomate level of the Association. In this regard intern experience is available in such areas as marriage counseling, spiritual direction and counseling the physically and terminally ill.

Pastoral Ministry Project: All students in the Pastoral Counseling Program are required to complete a Pastoral Ministry Project which substitutes for the Comprehensive Examination required in all other counseling programs. Each student designs his or her own project with a faculty director, who oversees the project, and supervises actual work in a pastoral situation. The project results in a written paper that integrates pastoral practice with the individual's own faith tradition.

PREREQUISITES FOR ALL COUNSELING PSYCHOLOGY DEGREES

Applicants to Counseling Psychology programs are evaluated in the light of previous experience and academic record. At least one year of practical experience after the B.A. degree in a field related to their chosen profession is required.

Exceptions are sometimes made when experience is taken concurrently with the graduate program. The applicant should know that the Santa Clara program is primarily designed for the working professional, with courses offered in the late afternoons and evenings. A limited number of daytime classes is available. Students are encouraged either to continue in their present employment, if suitable, or select situations where some application of counseling skills is possible. Preference will be given to those whose working milieu provides such application.

Applications are welcome anytime during the year. The admissions committee meets three times a year (once each quarter) to select the most highly qualified applicants for each counseling program.

COURSE REQUIREMENTS FOR ALL COUNSELING DEGREES

Required courses for the Counseling M.A. degrees are listed below. Elective courses are taken in addition to fulfill the total number of units in the student's program. Up to nine units of Field Laboratory 305 may be included in the 72-unit programs; only three units (305) allowable in 51-unit programs.

The following courses are *required for all* counseling programs:

200, 215, 218, 219, 227, and 275.

In addition, for each program respectively, the following courses are required:

Counseling

220, 230, 300, 312, and 318 (or 307 with prior permission).

Marriage, Family and Child Counseling

211, 216, 217, 220, 230, 273, 311, 315, 318, 319, and 333 (2 quarters). In addition, students must select: two from 303, 312, 313, 316, 369; one from 214, 266, 277, 280, 291, 314.

Emphasis in Health Psychology

230 or 312, 380, 382, 383, 383*.

Counseling Psychology

216, 217, 220, 230, 312, 318, 319, 331 plus a three- or four- course sequence to be selected with faculty advisor.

Emphasis in Pastoral Counseling

290, 292, 293 (3 units) 336 (6 units).

Pupil Personnel Services Credential

220, 226, 230, 300, 307, 330 (2 quarters), and ED 370.

NOTE: 220 and 218 are not required by students taking the pastoral emphasis program.

*383 Health Psychology Practice is an opportunity to acquire specific intervention skills. Courses offering such training will be scheduled from time to time and will be listed either as 383, Health Psychology Practice, or as equivalent to this course. Students may elect to acquire further training at appropriate facilities or offerings in the community. In such cases, Field Laboratory 305 should be taken in consultation with a faculty advisor.



The following is applicable to students in all counseling programs:

Academic performance: A grade-point average of 3.00 (B or better) is required throughout the degree program. Students falling below this average must make up the deficiency within the following quarter in order to continue in the program. Irrespective of grades earned in other courses, a grade-point average of 3.00 is required in courses 200, 219, and 227 for continuation in the program.

Sequence of Courses: 200, 218, 219, and 227 must be taken during the first 7 courses of study. 219 and 227 may not be taken concurrently. The practicums should be taken after sufficient course work is completed to make the practicum a meaningful undertaking. Between 24 and 30 units is advised before requesting permission to take a practicum. Students wishing to gain experience in counseling prior to qualifying for practicum are encouraged to enroll in Field Experience 308 or Field Laboratory 305. Otherwise, the student is encouraged to pursue course work according to his or her interest and schedule, noting those courses which have prerequisites and planning accordingly.

Periodic Evaluations: The counselor education faculty may periodically evaluate students in the light of their performance and behavior. This is part of our commitment to the profession of counseling and to the clients it serves. Should the faculty judge that a student would not be an asset to this profession, the student will be asked to leave the program regardless of the number of courses already completed. Students will be contacted only when their evaluation is negative. Otherwise, they may assume that their performance is satisfactory.

Comprehensive Examination: A written comprehensive examination will be given during the last quarter of study or after all required courses have been completed. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. If needed, a second opportunity will be given to perform satisfactorily on the comprehensive examination. Passing the comprehensive examination is prerequisite to obtaining the master of arts degree. (Students who are seeking only the PPS credential or the Pastoral Counseling Certificate are exempt from the comprehensive examination.)

Students in the Master of Arts in Pastoral Counseling Program must submit a final project instead of the comprehensive examination.

THE TEACHER EDUCATION PROGRAM

Director: Joyce Reeves, Ph.D.

Purpose

The Teaching Credential Program is designed to meet California State Credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act. The University of Santa Clara is approved by the Commission for Teacher Preparation and Licensing to recommend qualified candidates for the multi-subject (essentially elementary) teaching credential and the single-subject (essentially junior and senior high) teaching credential.

It is the aim of the Teacher Education Program at the University of Santa Clara to develop teachers who demonstrate excellence in both the theory and practice of teaching, who contribute positively to the children and adolescents of all abilities and backgrounds to grow in knowledge, competence, imagination, social responsibility, and self-esteem.

TYPES OF BASIC TEACHING CREDENTIALS

I. Multi-Subject Teaching Credential

This credential is for those who plan to teach multiple subjects in a self-contained classroom (essentially elementary schools). As the specialist credentials, such as Learning Handicapped, Educational Administration, require that the person first hold a basic teaching credential, the multi-subject credential is also appropriate for those who seek these specialties, particularly when their chief interest is working with elementary level students.

The academic major for undergraduates at Santa Clara who plan to obtain this credential is the General Humanities major (Pre-Teaching Emphasis). This major includes coursework distributed over four subject areas: English and communication skills, mathematics and physical and life sciences, social sciences, and humanities and fine arts. Students who have not completed this program must pass a multiple subject exam (the Common Exams of the National Teacher Exam) in order to verify subject area competence.

II. Single-Subject Teaching Credential

This credential is for those who plan a teaching career in junior high or senior high schools in particular subject areas. California teaching credentials are available in the following subject areas: Agriculture, Art, Business, English, Government, History, Home Economics, Industrial Arts, Languages, Life Science, Mathematics, Physical Education, Physical Sciences, and Social Sciences.

At Santa Clara, eleven single-subject approved academic majors exist at this time: Anthropology and Sociology, Biology, Chemistry, Combined Sciences, English, History, Mathematics, Physics, Psychology, French and Spanish.

Students who do not complete one of these approved programs or who wish to obtain a credential in an area for which we do not have an approved program must pass a subject area exam (the National Teacher Exam) in order to verify subject area competence.

Information regarding the National Teacher Exam is available in the Graduate Division Office, 213 Bannan.

Minimum Requirements

The minimum requirements for each teaching credential include (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution, (2) completion of an approved program of professional education, including student teaching, (3) completion of a state-approved subject area major or passage of a subject area exam (in the area one plans to teach), (4) demonstration of a knowledge of the various methods of teaching reading by completion of coursework or passage of an approved examination.

Additional requirements for the Clear Credential include a fifth year of study, a course in Health Education, and a course in teaching children with exceptional needs in the regular classroom and coursework or an exam on the provisions and principles of the U.S. Constitution.

Pre-Service Program

The Pre-Service Credential Program is a full-time, 45-unit program for prospective multi-subject teachers (elementary grades) and single-subject teachers (junior and senior high). The program includes graduate coursework in educational foundations, curriculum design, teaching methods, and supervised student teaching. Candidates have the opportunity to work with students from diverse cultural and ethnic backgrounds as well as with students with exceptional needs and are usually placed in one or two schools for student teaching, allowing for peer collegueship and a spirit of close teamwork with a school faculty.

The Pre-Service Program is designed to provide extensive experience in the schools as well as a diversified course of study in educational theory and practice at the University. The program includes the following sequences;

Directed Teaching: Education 320, 321, 322, 323

This sequence provides experience in the classroom (first as a teaching assistant, then as a student teacher) coupled with a weekly seminar at the University. 323, taken concurrently with 322, provides training in meeting the needs of students with exceptional needs in the regular classroom.

Foundations of Education: Education 249, 250, 251, 252

This sequence draws from the disciplines of philosophy, psychology, social psychology, and curriculum development. Attention is focused on topics relating to the teaching/learning process, the aims of education, curriculum, and training in interpersonal/cross cultural communication.

Teaching of Reading: Education 284, 285 or 283, 286

This sequence consists of courses in reading and literature appropriate to the age level one plans to teach.

Most students complete the Pre-Service Program as a fifth year of study, although students who have completed all University course requirements for graduation by the end of their junior year (including their major requirements) are able to complete the program in their senior year. In such cases, an additional 45 quarter units of an approved program must be completed within five years to obtain a Clear Teaching Credential.

In special circumstances, and with prior approval, the Pre-Service Program may be completed in two years. However, even though this option is made available to students, the one-year plan is more highly recommended as it provides for greater continuity and a sharper focus of energies.

In-Service Program

The In-Service Credential Program is designed for persons who already have some teaching experience and/or academic background in professional education. A program of study for each individual will be prepared in consultation with the Director of Teacher Education. The design of the program will be determined by consideration of past coursework, teaching experience, and demonstrated teaching competencies. Most students in this program are working on completion of the requirements for the Basic Clear Credential. When all requirements in the Santa Clara professional preparation program have been met, students in this program may apply coursework in a specialist program or a master of arts degree program toward completion of the clear credential. The program may be completed on a part-time basis. Applicants are accepted during any quarter.

All persons considering application to the In-Service Program must first have a credential consultation with the advisor for basic teaching credentials. Contact the Graduate office to make this arrangement. There is a charge for this service.

Candidates who are interested in working concurrently on their basic teaching credential and their specialist credential in Learning Handicaps should contact both the Director of Teacher Education and the Director of Special Education.

Admissions Requirements for Credential Programs

1. Academic achievement: candidate should have an overall grade point average of 2.75, with a 3.0 in their academic major.
2. Mental, emotional, and physical fitness.
3. A positive attitude toward the teaching profession and its responsibilities.
4. Demonstrated competence in reading, writing, and speaking English as attested to by coursework, a sample academic paper written within the past two years, and a recommendation from the applicant's major advisor.
5. Absence of criminal conviction that would preclude the issuance of a teaching credential.
6. Written letters of recommendation from the following:
 - (a) At least one professor from the student's major field, preferably the student's advisor.
 - (b) A teacher in elementary or secondary school who has supervised the student's practicum work. For In-Service candidates who have had teaching experience, two letters from principals and/or supervisors must be submitted.
 - (c) An employer or professional colleague who is well acquainted with the student's skills in working with youth.
7. Verification of successful practicum work and/or experience with children or youth groups.
8. Interviews with both the Director of Teacher Education and another full-time faculty member.
9. A written statement, to be written at the time of the interview, that reflects the candidate's personal philosophy of education and commitment to the teaching profession. In-Service candidates will additionally be asked to summarize their goals for continuing their professional education at the University of Santa Clara.

APPLICATION FORMS ARE AVAILABLE IN THE GRADUATE OFFICE (213 BANNAN HALL).

THE EDUCATIONAL ADMINISTRATION PROGRAM

Director: Lee Mahon, Ed.D.

Purpose

There is considerable research to support the fact that in the next three years, 40% to 50% of those presently serving as educational administrators will be retiring, taking other positions, or leaving education for other careers. Although school enrollments appear to be dropping today, it is reported that in the late 1980's and early 1990's, this trend will change, thus leaving a gap which must be filled by a considerable number of new administrators. It is the goal of the University of Santa Clara to develop and train administrators who will demonstrate excellence in leadership positions in both public and private elementary, secondary, and post-secondary educational institutions.

MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

The Master of Arts in Educational Administration coupled with the Administrative Services Credential is a 45 quarter-unit competency based approach to training prospective school administrators. Special emphasis is placed on the acquisition of competencies related to the areas of business management skills, interpersonal communications, leadership and issues, personnel practices, school of law, appropriate field experiences and other school related skills.

Designed to provide sound theoretical as well as field oriented learning experiences for prospective administrators, the M.A. in Educational Administration places an emphasis on instruction by practicing school administrators, superintendents, directors, coordinators, assistant superintendents, principals, deans, and post-secondary administrators. The concept of learning competencies and skills from those who are practicing these competencies and skills is the most far-reaching and extraordinary educational practice in this community.

ADMINISTRATIVE SERVICES CREDENTIAL

The Administrative Services Credential is applied for by the student at the completion of the Master of Arts in Educational Administration. Courses have been designed to fulfill the requirements for both the degree and the credential simultaneously.

Those seeking information regarding an Administrative Intern program and/or the two-tier credential should consult with the Director of Educational Administration Program.

Prerequisites

In order to obtain the California State Service Credential in Administrative Services, the candidate must a) hold a valid teaching credential or pupil personnel credential, and b) demonstrate a minimum of three years of successful teaching or pupil personnel work.

Courses in Educational Administration

Required:

Education 230, 360, 361, 362, 363, 364, 365, 366, 367, 370
Counseling Psychology 200

Electives:

Education 220, 300, 307, 310, 399

Academic Performance

Students must demonstrate a grade point average of 3.00 (B) or better to be admitted to the Educational Administration Program. Students are required to maintain a 3.00 or better throughout the degree/credential program.

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION

The Master of Arts in Interdisciplinary Education is a 45 quarter unit program designed specifically for teachers who wish to develop a wide range of competencies and experiences. This program focuses on three major areas: Special Education, Counseling Psychology, and Educational Administration. Students must complete three required courses from each of these areas and will elect an additional twelve quarter units from these same concentrations. Students who have completed the fifth year Teacher Education Program at the University of Santa Clara may transfer eight units of prior work (ED 249, 250, 251) into this master program.

Prerequisites

Students wishing to enter this program must meet the general requirements for admission to the University of Santa Clara's Graduate Division.

Courses in Interdisciplinary Education

Required:

Education 240, 241, 242

Counseling Psychology 200, 215, 218

Educational Administration 360, 361, 362

Twelve additional units of elective coursework must be selected from the graduate course offerings of the Education, Counseling Psychology, and/or Educational Administration programs.

SPECIAL EDUCATION

Director: Joyce A. Gerard, Ph.D.

Purpose

The Special Education Program prepares graduate students to work in a variety of settings with individuals who exhibit learning problems. Instruction includes a sound introduction to theories of behavior and learning, methods of educational diagnosis, and implementation of remedial teaching techniques. Individual attention, as well as consideration of past experiences and/or prior course work, is given to each entering graduate student. The three program options include:

MASTER OF ARTS IN EDUCATION

SPECIALIST IN LEARNING HANDICAPPED CREDENTIAL

This program is composed of 45 quarter units of study in special education, education, and counseling. Students selecting this program must hold or be eligible for a valid California Teaching Credential. The program has been approved by the Commission for Teacher Preparation and Licensing; eligible graduates receive the Learning Handicapped Specialist Credential.

Required Courses:

200, 215 or 314, 217, 220, 230, 240, 241, 242, 247, 248, 309, 332, 350, 370

**MASTER OF ARTS IN SPECIAL EDUCATION
SPECIALIST IN LEARNING HANDICAPPED CREDENTIAL**

This program is composed of 10 core courses in special education and counseling. Five pertinent additional courses are selected in consultation with an advisor to complete the required 45 quarter units. Students who elect this course of study are pursuing careers concerned with exceptionality in a variety of occupational areas such as physical therapy, nursing, speech therapy, geriatric programs, or community college teaching.

Required Courses:

200, 217, 220, 230, 240, 241, 242, 247, 309, 370

SPECIALIST IN LEARNING HANDICAPPED CREDENTIAL

This program is designed for those applicants who have completed course work elsewhere and need to have this work evaluated in terms of eligibility for the Specialist in Learning Handicapped Credential. After the evaluation, a course of study is individually designed.

Required Courses: Determined by evaluation and individual need.

Courses In Special Education

Courses for all three Special Education Programs are selected from the following:
200, 215, 217, 220, 230, 240, 241, 242, 247, 248, 309, 314, 332, 350, 370

**DEPARTMENT OF ENGLISH
MASTER OF ARTS IN ENGLISH**

Director: Francis X. Duggan, Ph.D.

Prerequisites

An undergraduate major in English or its equivalent. Scores for the Graduate Record Examination are not required, but the Admissions Committee will consider them if they are submitted. Students must submit as part of their application a sample of their recent writing.

Requirements

Courses: 45 units of graduate credit in English. Students may enroll in a maximum of ten quarter units of upper-division undergraduate courses (numbered 100-199), but at least 35 units of the required 45 must be taken in graduate courses numbered from 200 to 299.

Foreign Languages: all students must demonstrate their proficiency in a foreign language by passing a two-hour written test in translation (with dictionary) before the end of their third quarter of graduate work. Students may propose foreign languages such as Italian, French, German, Latin, or Classical Greek, but the choice must be approved by the Graduate Director.

Examination or Thesis: upon completion of 35 units of course work and the language requirement, students choose, with the consent of the Graduate Committee, to take either a written examination or to submit a Master's thesis.

The examination, approximately four hours in length, is composed especially for each student from a reading list that is selected by the student and approved by the Graduate Committee at least two quarters in advance of taking the test.

The thesis must first be described by the student in a written proposal that must be formally accepted by a reading committee of three professors before any work on the project may be submitted. The completed thesis must be accepted by the reading committee. Students writing theses may take five or ten units of Thesis Direction (English 300) in lieu of an equal number of units of course work.

The examinations and thesis are governed by additional regulations which are obtainable from the English Department. Students in the program will be held to the regulations that are in effect when they first enter the program or, in the event that they leave the program and are later reinstated in it, by the regulations that are in effect at the time of their reinstatement.

Registering and Advising: all students should remain in communication with the Graduate Committee or a professor in whose area of interest they are working. Registration in each quarter cannot be completed without the written approval of the student's Graduate Advisor.

Time Limit: From the date of initial acceptance in the Graduate Program, students are allowed a maximum of five consecutive years in which to satisfy all requirements of the degree.

DEPARTMENT OF MATHEMATICS MASTER OF SCIENCE IN TEACHING MATHEMATICS

Director: David E. Logothetti, Ph.D.

Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper-division mathematics courses).

Requirements

Mathematics: 35 to 45 quarter units of approved upper-division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.

Education: Up to 10 quarter units may be substituted for mathematics units. These units must be approved and taken in graduate status.



COURSE DESCRIPTIONS

COUNSELING PSYCHOLOGY

NOTE: Courses that are offered specifically for Education students are listed separately after the Counseling Psychology courses. Many of the courses are cross-referenced with Education.

200. Psychology of Interpersonal Communications (3)

The theory and process of interpersonal communication with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem solving and conflict resolution. These skills are fundamental for more advanced counseling and therapeutic techniques, and have wide application wherever effective communication is desired.

211. Human Sexuality (3)

An introductory course which explores the physiological and role development of human sexuality, along with sexual response and various forms of sexual expression. It includes a survey of laws and ethics regarding sexual expression. In addition, sexual dysfunctions and treatment based on the work of Masters and Johnson will be presented.

214. The Developing Child (3)

(See Education 214, p. 33)

215. Psychology of Family and Youth (3)

The discovery and treatment of emotionally and socially maladjusted children with emphasis on the systems approach to counseling families. A study is made of the family, the school, and the community in relation to children's mental health. Opportunity is provided for observing and discussing the family counseling techniques which apply the principles and theories developed by Alfred Adler and Rudolph Dreikurs, the forerunners of conjoint family therapy.

216. Counseling the Adult (3)

A study of adult transition and passages with focus on personality integration and the search for meaning. The study will include self-fulfilling and self-defeating behaviors in the personal, social, and transpersonal realms of adult functioning, and will deal with counseling strategies and processes relevant to this area. Prerequisite: 200.

217. Social Learning Theory (3)

(See Education 217, p. 33)

218. Basic Concepts in Counseling (3)

An introductory survey of fundamental concepts in counseling theory, psychopathology, and personality. Theories of Rogers, Ellis, Perls, Wolpe, Freud and Jung are among those to be considered.

219. Psychology of Group Counseling (3)

An introductory course in small-group dynamics. Techniques of small group leadership and experiential involvement in group process are emphasized. Enrollment limited. Prerequisite: 200. 218 recommended. May not be taken concurrently with 227.

220. Research Methods

(See Education 220, p. 33)

226. Principles and Procedures in Guidance (3)

An introduction to the study of pupil personnel services, concepts, and procedures such as staff roles and functions, community resources, professional ethics, and legal aspects of pupil personnel services. The use of data processing in education, particularly in pupil personnel services will also be explored. To be taken prior to 330. Prerequisites: 200, 218, 219, 220, and 227.

227. Counseling Process and Problems (3)

An introductory course with training in the skills of personal counseling. Concepts and strategies from various approaches will be examined. Students will gain experience both as counselors and as clients through weekly dyad counseling sessions. Prerequisites: 200 and 218. May not be taken concurrently with 219.

230. Survey and Guidance of Exceptional Individuals (3)

(See Education 230, p. 33)

266. Counseling the Adolescent (3)

Viewing the adolescent from a developmental, sociological and psychological dimension, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age. Prerequisite: 200.

273. Family As An Institution (3)

Concerned primarily with the sociology of the family, particularly family systems as they exist in the United States. Such topics as the family cycle of growth and development, role concepts, need-gratification within the family system, minority family systems, diverse family systems, one parent families, differing kinship relationships, and the family as a legal-social system will be explored.

274. Christian Perspectives on Marriage and Family (3)

Begins with a consideration of the mixed perspective Christians of the first generation inherited from the Old Testament and other parts of Jewish tradition. Students continue with an historical inquiry into the New Testament treatment of divorce and remarriage, then through the late Empire and early medieval attitudes. Further consideration of modern and contemporary Christian thinking on sexuality, on the meaning of marriage, fidelity, birth-control, family, divorce, and remarriage—with special consideration of recent disagreements and changes—will be studied.

275. Professional Issues, Values and Ethics (3)

Professional issues and the ethics of marriage and family counseling, psychotherapy and private practice, through an understanding of values clarification as a method of critical thinking and behavioral analysis. Students will explore their personal values as they relate to individual and system approaches to counseling. Approaches to values clarification and moral development relative to family education and counseling will also be studied.

276. Multicultural Approaches to Counseling in the Family and Community (3)

Application of the theory and process of interpersonal communications in a multicultural setting. Students will be required to demonstrate counseling competencies which reflect their knowledge of various cultures and their cultural sensitivity in family and community settings. Prerequisite: 200 or equivalent.

280. Counseling the Elderly (3)

An overview of mental health problems and issues that concern the elderly. The course also includes a consideration of the range and variety of physical, social, and medical settings in which the elderly must cope. Attention is given to counseling techniques that seem best suited for working with an elderly population. Field experience and/or taped interviews with elderly "clients" is a required part of the course.

290. Seminar in Pastoral Counseling (3)

Includes the history and development of pastoral counseling, its theological and biblical foundations, special techniques of the pastoral counselor, institutional and professional relationships, spiritual and ethical issues involved in counseling within the church setting. Prerequisite: 200.

291. Counseling Terminally Ill and Family (3)

Deals with human responses to death and to the process of dying in its principal aspects: physical, emotional, familial, social, and spiritual. Participants examine diverse cultural and religious attitudes to death and grief, and sensitize themselves to the range and effects of human encounters with death. The effects of terminal illness on patients, their families, and professional caregivers will be identified, along with effective styles and techniques of counseling.

292. Psychology of Religious Experience (3)

A psychological investigation of individual religious experience including prayer, meditation, mystical and higher consciousness, and parapsychological experience. The relevance of these to the work of the pastoral counselor and other religious leaders will be explored.

293. Pastoral Ministry Seminar (1)

Required of all students in Pastoral Counseling. This class meets twice a month for three consecutive quarters. Students register in each quarter; they must acquire a total of three (3) units. The purpose of the seminar is the study and integration of theology (moral and systematic) and biblical studies with pastoral practice and tradition. It is also preparation for the Pastoral Ministry Project.

295. Advanced Pastoral Seminar: Studies in Practical Spirituality (3)

In depth study of selected classics from western spiritual tradition, and their application to counseling and spiritual guidance. Prerequisite: 292.

296. Value Based Leadership and Organizational Development (3)

Study of theory, method and techniques of values clarification and development as they relate to the professional world view. Application of techniques to conflict resolution and diagnosis, meaning making, anxiety, guilt and depression. Application of value methods in systems analysis and diagnosis, such as health care settings and industrial management/development. Use of value development in curriculum design and preventative mental health application. Prerequisite: 275.

300. Career Development and Life Planning (3)

An examination of life styles and methods for providing vocational and educational guidance across the age span. This course analyzes the relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.), and provides techniques for assisting the client in effective use of educational and occupational information in decision making.

303. Rational Emotive Therapy (3)

The theory and application of rational emotive therapy. Students will learn through direct experience the application of this method. Prerequisite: 200.

305. Field Laboratory (1-6)

Field Laboratory (\$10 per unit)—an outside training and experience related to the student's professional goals. A description of the training and permission from a faculty member must be obtained before registering for these units. Nine units are allowed in the two-year (72-unit) master of arts programs, and three are allowed for the 51-unit programs. Students enrolled at Santa Clara prior to Fall Quarter, 1978, are not permitted to take 305; they may enroll in Field Experience at full tuition if such outside units are desired. Approximately 40 hours of involvement are required for each unit of credit, i.e., 3 units = 120 hours of work.

307. Measurement and Evaluation (3)

(See Education 307, p. 34)

308. Wilson Center Field Experience (3)

Weekly seminars for developing and practicing basic counseling skills with video-tape feedback. Six hours per week arranged at Wilson Center for on-site one-way mirror observation of family and child counseling sessions with professional staff discussing aspects of the counseling observed after each session. An excellent opportunity for students to become involved in counseling early in the program before taking practicums. Prerequisites: 200.

309. Field Experience (1-6)

(See Education 309.01, p. 34)

310. Independent Study (1-6)

(See Education 310, p. 34)

311. Psychology of Marriage Counseling (3)

Methods of premarital, marital, sexual and divorce counseling. The student will become familiar with these methods through readings and role playing. Prerequisites: 211 and 227.

312. Counseling for Contemporary Problems (3)

Counseling approaches used in crisis intervention with drug and alcohol addiction, abortion, suicide, terminal illness, etc., where short term, immediate intervention is required. Procedures in dealing with clients and their families caught in these dilemmas will be discussed.

313. Psychodrama (3)

The theory of psychodrama applied to a variety of counseling situations. Students will gain experience by direct participation in psychodrama. Prerequisite: 200.

314. Psychosocial and Moral Development of the School-Age Child (3)

(See Education 314, p. 34)

315. Advanced Seminar in Family Counseling (3)

Designed for students in the MFC program. This course examines in greater depth the systems approaches presented in 215 and introduces various strategies and procedures appropriate to working with families. Opportunity is provided to practice counseling skills with simulated families. Prerequisites: 215, 227, 273 recommended.

316. Therapeutic Use of Imagery and Symbol (3)

Clinical training in the principles and practice of symbolic language as a tool to access the deeper resources of the unconscious. This seminar emphasizes the skills of guiding and facilitating useful interpretations of this important metalanguage as applied to the fields of mental and physical health. Prerequisite: 227.

318. Clinical Assessment (3)

First of a two-part course. In this series the therapeutic decision-making process is studied in the context of psychopathology and the clinical setting. This first part emphasizes the recognition, classification and understanding of abnormal behavior. It includes the traditional DSM III diagnostic areas of neurotic behavior, psychosis, affective disorders, psychophysiological disorders and other abnormal life-style patterns. Prerequisite: 218.

319. Clinical Assessment II (3)

The second part of the therapeutic decision-making series, directly following 318. This course emphasizes diagnosis and clinical judgment. It deals with such issues as type of impairment, degree of impairment, predictability and treatment plan as well as sources of error judgment and how these errors are minimized. It is designed to acquaint counselors in

the use of individual, couple and family assessment techniques, projective tests, personality inventories and other instruments in a professional setting. Prerequisite: 318.

330. Counseling Practicum: In School (3)

Field experience which includes supervised experiences in educational, vocational, and personal guidance. The practicum stresses the use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required.* Prerequisite: 226. By permission only.

331. Counseling Practicum: Agency (1-6)

Field experience which includes supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. Designed to come in the second half of the counseling program, after completion of the counseling core. By permission only.

333. Counseling Practicum: Marriage, Family and Child (1-6)

Supervised field experience designed specifically to meet the license requirements of California. A licensed supervisor will conduct weekly seminars for consultation and discussion of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. By permission only.

336. Pastoral Practicum (2)

A weekly interdisciplinary case seminar combined with individual supervision of pastoral counseling cases. This will take place in a local community pastoral counseling center. Students entering the practicum must be present at the counseling center for three consecutive quarters. Students register for two units in each quarter; they must acquire a total of six units. Prerequisites: 200, 290.

369. Sex Therapy (3)

Designed to familiarize students with the principles of sex therapy, differential diagnosis and options in the treatment of sexual dysfunction. Students will participate in exercises to facilitate their ability to elicit and perceive relevant information for such diagnosis and treatment. Prerequisites: 211 and 311.

380. Behavioral Management of Health (3)

The influence of personal and environmental factors as they relate to "healthy" and "unhealthy" life patterns. Current intervention strategies helpful in dealing with questions of stress and stress-related symptoms will be examined.

381. Promotive Health Psychology Practices (3)

A critical examination of basic assumptions regarding health, motivation, locus of responsibility and the role of the provider in fostering prevention of disease. Such factors as nutrition, physical and emotional fitness, environmental change, etc., will be explored in the light of recent mind-body psychologies and findings from research studies.

382. Intercultural Health Psychology (3)

An investigation of various health models, current and historical, designed to assist the practitioner in relating to clients of different cultural backgrounds with their unique concepts of health, healing and illness. Contributions of Asian, African, Latin American and Native American traditions will be studied as well as Western European traditions.

383. Health Psychology Practices (3)

Clinical training in various techniques and procedures related to current non-medical interventions. Such training may include biofeedback, nutrition, applied kinesiology, guided imagery, hypnosis and other useful auxiliary modalities. This course provides a full quarter's training in a specific skill. Other courses in the counseling program may also be used to fulfill this requirement, such as 316, Therapeutic Use of Imagery. Such courses will be so designated in the announced schedule of classes for each quarter. Students wishing to acquire additional specialized training through appropriate facilities and offerings in the community may enroll in 305, Field Experience. More than one course in Health Psychology Practice may be taken, depending upon the needs and goals of the student. Faculty advisors will be of assistance in this matter.

399. Thesis (3-6)

(See Education 399, p. 36)

EDUCATION COURSES

214. The Developing Child (3)

Examination of the basic theoretical foundations of child development from infancy through middle childhood. Focus will be on developmental principles of growth and on psychosocial adjustment and conflict in the child's relationships with his family, school, and community. Both normal and exceptional development will be studied. Practical applications for parents, teachers, and counselors are included. Counseling Psychology 214.

217. Social Learning Theory (3)

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage. Counseling Psychology 217.

220. Research Methods (3)

Familiarization of the role of research and statistics in analyzing counseling and teaching. This course emphasizes the review and interpretation of research literature as well as a methodology of formulating research proposals and theses. Counseling Psychology 220.

230. Survey and Guidance of Exceptional Individuals (3)

Acquaints practitioners with characteristics, research findings, service agencies, educational provisions, vocational implications, personal and family adjustment in reference to exceptional individuals. Exceptional individuals are those who deviate noticeably from physical, sensory, intellectual, or behavioral norms. The format is a combination of lecture, first person experience sharing, experiential reading, simulated disability, and on-site visiting. Counseling Psychology 230.

240. Introduction to Learning Handicapped (3)

Investigates the field of learning handicapped in terms of function and dysfunction of the information processing system for learning. Theories and practices which have influenced the field are presented. Observable characteristics and indicators of system dysfunction are examined. The format is a combination of lecture and observation/participation.

241. Diagnosis and Prescription for Learning Handicapped (3)

Designed to build competence in the educator as a consumer of clinical information. Students administer and interpret educational assessment instruments and learn how to synthesize

their results with existent clinical information to build a clear behavioral picture of learning function and dysfunction in the learning handicapped individual. Prerequisites: 240 or equivalent.

242. Intervention and Remediation for Learning Handicapped (3)

Covers the translating of relevant information into effective education programs for students with learning handicaps. Remedial methods and materials are presented. The format is lecture and practical application. Prerequisite: 241 or equivalent.

247. Systems for the Non-Conventional Learner (3)

Explores policy and procedure pertinent to the special education system in terms of standardized assessment, management, finance, and legality. The format is lecture and group discussion.

248. Language: Structure and Function (3)

Designed to acquaint teachers with an overview of language. Terminology, historical background, acquisition, etiology and problems related to language disabilities in children will be discussed. Specific attention will be given to language assessment and intervention for the learning disabled student.

249. Interpersonal/Crosscultural Communication (2)

First of four foundation courses. Focuses on building effective interpersonal and crosscultural communication skills and the application of these to teaching. Required of all Pre-Service Teacher Education Students.

250. Social Foundations in Education (3)

Second of four foundation courses. Examines the philosophic and social basis of education. Designed to develop a carefully considered philosophy of teaching and learning. Value questions that relate to psychology and curriculum are explored. Required of all Pre-Service Teacher Education students.

251. Psychological Foundations of Education (3)

Third of four foundation courses. Draws from the disciplines of developmental and educational psychology, and examines theories and patterns of learning, development, instruction, and individual differences as they relate to teaching practices and educational programs. Required of all Pre-Service Teacher Education Students.

252. Curriculum Foundations and Methods (7)

Fourth and final class in foundation series. Focuses on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students develop curriculum appropriate for their Directed Teaching assignment using a diagnostic-prescriptive approach. Required of all Pre-Service Teacher Education students.

283. Reading in the Secondary Schools (3)

Designed to examine various facets of the teaching of reading in the junior and senior high schools. Attention will be given to representative approaches, methods and materials to be employed when teaching reading skills relevant to the grade levels. Diagnostic-prescriptive teaching of reading will be emphasized.

284. Reading in the Elementary Schools (3)

Designed to emphasize the many aspects of the teaching of reading in the elementary schools. Included is an examination and critique of the more notable reading approaches, methods and materials. Diagnostic-prescriptive teaching of reading will be emphasized.

285. Children's Literature (3)

Exploration of literature written for children; history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

286. Adolescent Literature (3)

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature to adolescents. Course is designed for junior high and senior high teachers of all subject areas. Issues relating to adolescent development will be an integral part of the course.

307. Measurement and Evaluation (3)

Theory and practice of standardized test development and testing procedures; the applications and limitations of standardized tests; techniques of administering and interpreting group tests. Counseling Psychology 307.

309.01 Field Experience (1-6)

Designed for those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student, and to be

over and above what the student is normally engaged in. As a general rule, 20 hours of instruction or 40 hours of qualified experience is equivalent to one unit of credit. Advisor's permission is required. Counseling Psychology 309.01.

309.02 Field Experience With Exceptional Individuals (1-6)

Designed for students who seek the specialist credential and/or master's degree in the area of Learning Handicaps. The field experience project must be over and above what the student is normally engaged in and must have a significant bearing on the student's training. As a general rule, 40 hours of qualified experience is equivalent to one unit of credit. Advisor's permission is required prior to registration.

310. Independent Study (1-6)

Supervised research initiated by the student. A proposal must be submitted and approved by a faculty advisor prior to registration.

314. Psychosocial and Moral Development in Children and Adolescents (3)

In-depth examination of current research and practice relating to social, cognitive, and moral development of the school age child, including adolescence. Primary theorists studied will be Piaget, Kohlberg, Selman, and Erikson. Opportunities for students to design curriculum or counseling interventions appropriate for their interests or professional goals. Counseling Psychology 314.

320. Directed Teaching I (4)

First in a student teaching sequence of three courses. Designed to introduce the Teacher Credential candidate to curriculum and instruction in the public schools at all levels. Morning practicums are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. Prerequisite: Admission to the Teacher Education Program.

321. Directed Teaching II (5)

Second course in the directed teaching sequence. Designed for the Teacher Credential candidate who will engage in teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned to specific teaching positions in the morning, while taking coursework in the afternoon, thereby facilitating the interrelating of theory and practice. Prerequisite: 320.

322. Directed Teaching II (12)

Last course in the directed teaching sequence. Designed to offer a full time student teaching experience. Prerequisite: 321.

323. Directed Teaching: Teaching Students with Special Needs in the Regular Classroom (3)

Designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching students who have special needs. Focus is on mainstreaming; a concurrent field experience is required.

324. Directed Teaching for In-Service Teacher Education Students (6-12)

Designed for students in the In-Service Program who are completing their Directed Teaching Requirement. Includes supervised student teaching and a weekly seminar at the University.

332. Practicum: Learning Disabilities (1-6)

A supervised field experience in diagnosing and teaching students with learning handicaps. A variety of settings, e.g., classroom, clinic, private school, etc. is available for completing the practicum. Enrollment is limited and permission to enroll must be obtained well in advance of registration.

349. Role and Competencies of the Resource Specialist (3)

Covers the role of the special educator as a resource specialist in terms of teacher consultation, parent education, staff development, and co-ordination of services to individuals with special needs. The format is lecture and practical application of skills. Prerequisite; Designed to be taken after completion of requirements for the Learning Handicapped Specialist Credential.

350. Diagnostic Techniques in Reading (3)

Examines reading in terms of information processing and its pertinent psycholinguistic components. This course also explores diagnostic procedures used to assess reading ability and matches results with appropriate remedial techniques. Format is lecture and application.

360. Educational Foundations of Administration: Leadership and Issues (5)

Major competencies to include: fundamental principles, status, and delineation of educational issues; leadership styles; authority and accountability; decision making styles and problem solving processes.

361. Educational Foundations of Administration: Curriculum and Instruction (5)

Major competencies to include: needs assessment, planning, implementation, and evaluation of curriculum; administering curriculum improvement; in-service education; evaluation

and improvement of teaching competence; analysis and application of local, state, and federal legislation relating to curriculum content.

362. Educational Foundations of Administration: School Business and Management (5)

Major competencies to include: examination synthesis and application of contemporary management theory; management of human and physical resources; time management; use of management tools; state, school board, district, and school management policies and procedures; management of federal, state, and local educational programs.

363. School Law for Administrators (3)

Major competencies to include: constitutional, statutory, and case law that relates to all school personnel, pupils, school districts and other educational units; contracts, dismissals, certification, tenure, retirement, pupil injuries, liability of school personnel, rights of patrons, contractual authority of boards, tort liability, and civil rights.

364. School Finance for Administrators (3)

Major competencies to include: school budget policies and procedures; accounting; revenues; local, state, county, and federal funding and finance; planning and forecasting, purchasing, budgeting, financial reporting; financial and legal responsibilities; financial liability.

365. Personnel Practices and Theories (3)

Major competencies to include: personnel recruitment, selection, classification, monitoring and evaluation of performance; procedures for performance evaluation; employee relations; collective bargaining; certified and classified personnel practices; grievance procedures; affirmative action.

366. Socio-Political Aspects of Educational Administration (3)

Major competencies to include: theoretical and practical application and approaches to the socio-political aspects of education; roles of interest groups, coalitions, associations, lobbyists, elected officials, legislators; policy making at the federal, state, and local levels; community needs and relationships; understanding and work with ethnic and socio-economic groups.

367. Practicum in School Administration (3-6)

Major competencies to include: supervised field experience in applying the theories and techniques of school administrators. Students are required to demonstrate the major competencies developed throughout the school administration program.



370. Contemporary Issues in Education (3)

Major competencies to include: examination and analysis of controversy in the field of education; theory and practice in ethical decision-making and value clarification in educational issues; critical thinking; conflict resolution and behavioral analysis in advocate and non-advocate positions; moral considerations in a pluralistic society; accountability; human rights; power vs. powerlessness; traditionalism vs. progressivism. This class directly involves the analysis of differing viewpoints on contemporary issues of the time, resolving these issues through case study methodology.

399. Thesis (3-6)

Optional; usually selected by those individuals who are preparing for doctoral studies. The thesis is to be concerned with a recognized problem in the particular field of specialization of the advanced student. It should make a scholarly contribution to the extant body of knowledge in this area, and provide a review of principal sources. Format will be in accordance with the American Psychological Association's format. Supervision and review of the thesis will be provided by faculty member(s) designated by the Dean of the Graduate Division of Counseling, Psychology and Education.

ENGLISH COURSES

NOTE: Authors and topics listed in the following course descriptions are typical rather than definitive. Not all of them are necessarily included every time a course is offered, and others not listed here may be included. Courses numbered 101 through 187 are ordinarily offered at least once every two years, courses 201-262 less frequently, and courses 299 and 300 every quarter as required.

101. Linguistics

General survey of the science of linguistics: phonology, morphology, syntax, grammar, and usage.

102. Modern Grammar

Analysis of the basic problems of describing grammatical structure; traditional, structural, and transformational-generative grammars.

103. History of the English Language

The origin, structure, and development of the English language. Special attention to the morphology and syntax of Old English.

104. Theory of Literature

Study of literary theory from Aristotle to the present.

110. Classical Drama

Greek and Roman plays in translation.

111. Continental Drama

French, German, and Italian drama of the 17th, 18th, and early 19th centuries. Corneille, Moliere, Racine, Lessing, Goethe, Schiller, Goldoni, Voltaire, Hugo. (Alternate years)

112. Modern Drama

A study of continental drama from Ibsen to the present in translation. (Alternate years)

113. English Drama I

Non-Shakespearean drama in England to about 1750. Medieval drama, Marlowe, Ford, Webster, Jonson, Dryden, Wycherly, Congreve.

114. English Drama II

Drama in England since about 1750. Goldsmith, Sheridan, Wilde, Shaw, Synge, O'Casey, Pinter.

116. Shakespeare's Tragedies

117. Shakespeare's Comedies

118. Shakespeare's Histories and Sonnets

119. American Drama

A study of drama in the United States from 1787 to the present. Emphasis on the period after 1920.

130,131, 132. Studies in American Literature I, II, III

Intensive studies of selected authors, movements, or problems in American literature.

133. American Poetry

Historical study of American poetry. Taylor, Bryant, Poe, Emerson, Longfellow, Whitman, Dickinson, Robinson, Frost, Eliot, Stevens.

134. American Novel

Historical study of the American novel. Cooper, Hawthorne, Melville, Twain, James, Dreiser, Faulkner.

141, 142. Women's Literature I, II *

Studies in literature by and about women. Authors, genres, and themes change from year to year.

143,144,145. Comparative Literature I, II, III

Studies in the forms, themes, and styles of continental European literature and their influence on English literature.

146. Modern Fiction

Selected works of Continental, English, and American fiction that are peculiarly "modern" in sensibility or style. Flaubert, James, Proust, Joyce, Gide, Kafka, Mann, Woolf, Faulkner.

147. The Bible and Literature

A study of the genres, styles, and themes of the Bible in relation to mythological and fictional modes of writing.

152. Chaucer

155. Medieval Literature

A study of English literature from the Norman Conquest to 1485. Beowulf, medieval drama, Sir Gawain, Langland, Chaucer, Malory.

*Course included in Women's Studies Program.

156. Renaissance

Nondramatic literature of England from 1485 to 1603. Sidney, Spenser, Marlowe, Shakespeare.

157. Seventeenth Century

Nondramatic literature of England from 1603 to 1660. Jonson, Donne, Herrick, Milton, Marvell, Herbert, Browne.

158. Milton**159. Neo-Classical Literature**

Literature of England from 1660 to 1798. Dryden, Pope, Swift, Johnson, Boswell, Goldsmith.

160. Romantic Movement

Nondramatic literature of England from 1798 to 1832. Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats.

161. Victorian Literature

Nondramatic literature of England from 1832 to 1900. Carlyle, Newman, Tennyson, Browning, Ruskin, Morris, Arnold, Pater.

162. Modern English Literature

The nondramatic literature of England in the 20th century. Wilde, Hardy, Hopkins, Conrad, Lawrence, Eliot, Auden, Graves, Forster, Woolf, MacNeice, Thomas.

164. English Novel I

The English novel in the 18th Century. Defoe, Richardson, Smollett, Sterne, Fielding, Austen.

165. English Novel II

The English novel in the 19th century. Scott, the Brontes, Dickens, Thackeray, Trollope, Eliot, Meredith, Butler.

167. Irish Renaissance

Irish literature in English of the late 19th and 20th centuries. Yeats, Synge, Russell, Lady Gregory, Colum, O'Casey, Stephens, Joyce, O'Connor, O'Faolain.

181. Senior Seminar

A seminar in English or American literature for senior English majors. Admission by invitation or permission of the instructor.

182. Honors Seminar

A seminar in literature for students in the University Honors Program.

183,184,185. Special Topics in Literature I, II, III

Courses in major authors, literary movements, or themes.

186. Special Topics in Drama

Course reserved for special upper division topics in dramatic literature. May be repeated for credit as topic varies.

187. Special Topics in Literary Criticism**211. Philosophies of Literature Since Plato**

Historical development of major theories about literature and criticism from the Classical period through the New Critics.

212. Practical Criticism

Emphasis on stylistic analysis (explication) of the poetry of one or more authors (topic changes yearly).

213/223. Texts and Contexts

Detailed study of the works of an author or a selection of texts from a specified period in literary history. Subject changes yearly, e.g., Chaucer, Milton, eighteenth century, etc.

221. Contemporary Approaches to Literature

Usually devoted to theoretical developments that depart from New Critical Formalism; for example, phenomenology, structuralism, and deconstruction.

222. Literary Genres

In-depth investigations of works in a particular genre, such as lyric, epic, comedy, etc.

299. Directed Research (5)

Permission of instructor and chairman required. No more than ten units of Directed Research will be counted toward the 45 units required for an M.A. or M.A.T. in English.

300. Thesis Direction (5)

Students writing a thesis may register for this course twice. They may register only after a thesis supervisor has been appointed and a thesis topic approved by the Department.

MATHEMATICS COURSES

101. A Survey of Geometry

Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. Advanced Calculus I

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

105. Theory of Functions of a Complex Variable

Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces.

111. Abstract Algebra I

Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.

112. Abstract Algebra II

Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.

113. Topology

Set theory insofar as pertinent to the course. Topological spaces, continuous functions, product spaces. Separability and compactness. Metric spaces and metric topologies.

122. Probability and Statistics I

Axioms and postulates; combinatorial problems; conditional probability; independence; random variables, distributions. Prerequisite: 21.

123. Probability and Statistics II

Expectation; characteristic functions; infinite sequences of random variables; point estimation; statistical hypotheses; confidence intervals. Prerequisite: 122.

133. Logic and Foundations

Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations. Prerequisite: 32 or equivalent.

134. Set Theory

Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.

144. Partial Differential Equations

Special topics in higher mathematics useful in applications to the physical sciences, such as special functions of mathematical physics. Fourier series, partial differential equations and boundary value problems.

153. Intermediate Analysis I

A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 102.

154. Intermediate Analysis II

Continuation of Math 153.

155. Ordinary Differential Equations

Existence and nature of solutions; oscillation theory; orthogonal functions. Partial differential equations. Prerequisite: 102.

161. Automata Theory

Mathematical preliminaries. Formal systems; tabular and graphical representation of automata. Deterministic and non-deterministic finite automata conversion. Parallel and serial decomposition. Turing machines and the halting problem. Finite transducers, acceptors, and generators; theory of translations. Prerequisites: EECS 15 and MA 52.

162. Formal Languages

Formal grammars: definitions and classifications. Classes of languages. Normal forms. Grammars as language generators and recognizers. Finite state machines, pushdown automata. Unsolvability; Post Correspondence Problem; Kleene hierarchy, LL and LR grammars; applications to recognition of context-free languages. Prerequisite: 161.

163. Theory of Algorithms

Numerical algorithms; random number generators, polynomial multiplication, fast Fourier transforms. Non-numerical algorithms: sorting, searching, graph operations. Classification of algorithms P and NP completeness. Prerequisites: EECS and MA 52.

164. Computer Simulation

Techniques for generation of probability distributions. Computer models of queueing, inventory and scheduling. Simulation of economic systems. Monte-Carlo methods for physical systems. NCX.

165. Linear Programming

Algebraic background. Transportation problem. General simplex methods. Linear programming and theory of games. Numerical methods.

166. Numerical Analysis

Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental, and differential equations.

167. Switching Theory and Boolean Algebra

Boolean algebra. Combinational and sequential circuits. Mealy and Moore models of sequential machines. The state assignment problem; multiple input changes. Minimization: normal form. Quine-McCluskey, state minimization and equivalence. Synchronous networks. Asynchronous networks; essential and non-essential hazards.

168. Computer Graphics

Systematic and comprehensive overview of interactive computer graphics such as mathematical techniques for picture transformations, curve and surface approximations.

170. Development of Mathematics

A selection of mathematical concepts given with their historical context.

172. Problem Solving

Use of induction, analogy, and other techniques in solving mathematical problems.

174. Differential Geometry

Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.

175. Theory of Numbers

Fundamental theorems of divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Partitions.

176. Combinatorics

Permutations and combinations, generating functions, recursion relations, and a selection of topics from combinatorial geometry, graph enumeration, Polya counting theorem.

179. Matrix Theory

Linear transformations, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.

270. Advanced Topics for Secondary School Teachers I (5)

Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for secondary school teachers of mathematics.

271. Advanced Topics for Secondary School Teachers II (5)

Continuation of 270.

290. Master's Thesis

The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither it is to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an education study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision. Note: This course may be taken twice for credit.

299. Directed Reading/Directed Research

Reading and investigation under direction of a staff member. This can be used only to extend, not to duplicate, the content of other courses. This course may be repeated several times for credit, provided subject matter changes from time to time.



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INDEX

A

Academic Programs, 17
Accreditations, 5
Administrators, University, 42
Administration
 Services Credential, 25
Admissions Information, 10
 Teaching Credential, 24

B

Board of Trustees, 41

C

Calendar, 4
Campus Map, 48
Career and Personal Counseling, 16
Costs, Student, 14
Counseling Programs, 20
 Master of Arts in Counseling, 18
 M.A. in Counseling Psychology, 18
 M.A. in Marriage, Family and Child
 Counseling, 19
 Emphasis in Pastoral Counseling, 19
Counseling Psychology,
 Master of Arts in, 18
Credential Teaching, Information, 22

D

Department of English,
 M.A. in English, 27
Department of Mathematics,
 M.S. in Teaching Mathematics, 28

E

Education Courses, 33
 Administration Program, 25
 M.A. in Education, 22
 M.A. in Interdisciplinary Education, 26
 Educational Administration and
Administrative Services Credential, 25
 Special Education, 26
 Teacher Education Program, 22
 M.S. in Teaching Mathematics, 28
 Teacher Credential Program, 22
English, Courses, 37
 Master of Arts, 27
Entrance Requirements,
 M.A. in Education, 22
 M.A. in English, 27
 M.S. in Teaching Mathematics, 28
Expenses, Student, 14

F

Faculty, 43
Fees, Student, 14
Fellowships, 15
Financial Aid, Loans, 14
 Scholarships and Fellowships, 15

G-H

Grading System, 12
Graduate Programs, 17
Graduation Requirements, 17

I

Incompletes, 12

J-K-L

Loan Funds, 15
Learning Handicapped Credential,
 Specialist, 27
Leave of Absence, 11

M

Master of Arts in Counseling
 Psychology, 18
Master of Arts in Marriage, Family
 and Child Counseling, 19
Master of Arts in Education, 22
 Educational Administration and Admin-
 istrative Services Credential, 25
Special Education, 26
Master of Arts in English, 27
Master of Science in Teaching,
 Mathematics, 28
Mathematics Courses, 39

N

Nondiscrimination Policy, 2

O

Officers, University, 41

P

Pastoral Counseling, Emphasis in, 19
Programs, Graduate, 17



R

Records, Student, 13
 Refunds, Tuition, 14
 Requirements, Graduation, 17
 Rights Reserved, 2

S

Special Education, 26
 Specialist in Learning Handicapped, 27
 State of Purpose, University, 6
 Student Development Services, 16
 Summer Session, 16

T

Teacher Education Program, 22
 Transferral of Credit, 11
 Trustees, Board of, 41
 Tuition and Fees, 14

U-V

Veterans Assistance, 15

W-X-Y-Z

Withdrawal, 11

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